



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1001 N. 31st Avenue, Phoenix, AZ 85009

Isaac Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06 Performing Plus  
2004-05 Performing Plus  
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Ms. Mary Lou Chavez  
Schedule : 07:30 AM to 04:00 PM  
Grades : K-5  
Web Address : [www.isaacschools.org/schools/sutton.ht](http://www.isaacschools.org/schools/sutton.ht)  
Phone Number : (602) 442-3200  
Fax Number : (602) 442-3299  
E-mail : [mchavez@isaacschools.org](mailto:mchavez@isaacschools.org)

### Mission

The staff of J. B. Sutton Elementary and the Isaac District, in partnership with the students and community, is committed to providing a safe and positive learning environment in which students reach their highest potential as lifelong learners. The school is committed to the district initiatives to increase student achievement, increase customer service, and integrate parents and the community.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06 Not Met  
2004-05 Met  
2003-04 Not Met

#### School Improvement Status (b)

2005-06 Corrective Action  
2004-05 Corrective Action  
2003-04 Corrective Action

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü Our goal is to increase the number of students at the Meets and Exceeds levels in reading, math, and Writing on the AIMS-DPA tests by the end of 2006-07 school year.
- ü Our goal is to increase academic achievement of students in Structured English Immersion classrooms by at least one level each year. Teachers will continue to receive training on SDAIE and SIOP teaching strategies.
- ü Increase parent involvement by formal use of site committee concept. Parents will be involved in the development and revision of the school's improvement plan.
- ü The teachers will provide ongoing assessment in order to assure students are progressing in a manner which will allow them to meet academic benchmarks.

### Enrollment

October 1, 2005 School Year Student Enrollment : 809  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 25

## Instructional Programs

- Ü Full-day Kindergarten
- Ü Gifted & Special Education Programs
- Ü Century 21 After-school Programs
- Ü Title I & Reading First Programs
- Ü Art, Music, P.E., Computers, Library
- Ü Reading First School
- Ü Rodel MAC-Ro Program
- Ü Lego Robotics

## Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/8/2005
Last Day of School :	6/8/2006

## Shared Responsibilities

### School

The school complies with Board goals to improve the achievement of all students, while providing a safe and attractive learning environment. Teachers use test data to target students' needs and help the students meet the State Standards.

### Parents

Parents actively participate in the school. They learn about academic expectations during curriculum, math and reading programs at night. They attend school sponsored activities and help their children at home using learning activities designed by teachers. The school provides a parent resource center during day hours in order to facilitate parent involvement and participation.

## Transportation Policy

J.B. Sutton is a neighborhood school and most students walk to school. Transportation is provided when appropriate and for after-school tutoring, field trips, sports events, children with special needs, gifted programs, intramural sports, and the nurse's clothing project.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Intel Technology Partnership	2004
Ü Rodel Foundation Partnership	2004
Ü Winner: National School and Business Partnership Award	2004
Ü Reading First Grant	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	136	1014	80010	100	99	99	432	428	447	17	16	10	19	26	18	57	50	53	7	7	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	71	499	38935	100	100	99	428	428	447	21	15	9	18	27	19	52	51	55	8	7	17
Male	65	514	40974	98	98	98	436	427	448	12	18	11	20	25	18	62	49	52	6	7	19
African American	NC	12	4201	NC	100	99	NC	402	430	NC	25	17	NC	50	23	NC	25	51	NC	NA	9
Hispanic	130	968	34545	100	99	99	431	428	432	18	16	14	20	26	24	55	51	53	8	7	9
Asian/Pacific Islander	--	NC	2068	--	NC	99	--	NC	474	--	NC	4	--	NC	10	--	NC	50	--	NC	36
American Indian/Alaskan Native	NC	NC	3979	NC	NC	96	NC	NC	424	NC	NC	17	NC	NC	30	NC	NC	47	NC	NC	6
White	NC	21	35142	NC	100	99	NC	431	465	NC	19	5	NC	14	11	NC	52	56	NC	14	28
Students with Disabilities	28	137	10161	100	94	93	399	399	419	43	40	28	39	34	28	18	23	36	NA	4	8
Students without Disabilities	108	877	69849	99	100	100	440	432	451	10	13	7	14	25	17	67	55	56	9	8	19
Limited English Proficient Students	53	446	14013	100	98	97	409	407	413	32	29	24	32	35	34	32	35	39	4	2	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	132	1004	39029	97	98	98	432	428	432	17	16	14	18	26	25	57	50	52	8	7	9
Non-Economically Disadvantaged	NC	10	40981	NC	NA	100	NC	NA	462	NC	NA	6	NC	NA	13	NC	NA	54	NC	NA	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	136	1010	79438	100	98	98	422	428	451	21	17	9	35	34	24	42	46	56	2	3	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	71	498	38775	100	100	99	422	434	457	21	13	7	35	33	22	42	50	58	1	3	13
Male	65	511	40560	98	97	97	422	421	446	22	22	12	34	34	25	42	42	54	3	2	9
African American	NC	12	4178	NC	100	98	NC	406	439	NC	25	13	NC	50	29	NC	25	52	NC	NA	6
Hispanic	130	964	34297	100	98	98	421	427	434	22	18	14	35	33	31	41	47	50	2	2	5
Asian/Pacific Islander	--	NC	2063	--	NC	99	--	NC	475	--	NC	3	--	NC	15	--	NC	63	--	NC	20
American Indian/Alaskan Native	NC	NC	3940	NC	NC	95	NC	NC	429	NC	NC	14	NC	NC	36	NC	NC	47	NC	NC	3
White	NC	21	34887	NC	100	98	NC	441	471	NC	10	4	NC	43	15	NC	33	63	NC	14	18
Students with Disabilities	28	133	9588	100	91	88	377	390	416	57	47	30	39	35	32	4	17	34	NA	2	5
Students without Disabilities	108	877	69850	99	100	100	434	433	456	12	13	7	33	34	23	52	51	59	3	3	12
Limited English Proficient Students	53	441	13856	100	96	96	387	400	407	47	32	27	40	45	43	13	23	29	NA	0	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	132	1000	38685	97	97	97	422	427	435	22	18	14	34	34	32	42	46	50	2	3	5
Non-Economically Disadvantaged	NC	10	40753	NC	NA	99	NC	NA	467	NC	NA	5	NC	NA	16	NC	NA	62	NC	NA	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	136	1015	79971	100	99	99	403	405	423	13	11	8	44	50	41	43	38	49	1	1	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	71	499	38974	100	100	99	416	418	437	10	9	5	39	44	33	49	46	57	1	1	4
Male	65	515	40895	98	98	98	389	393	410	15	13	10	49	57	47	35	30	41	NA	1	2
African American	NC	12	4203	NC	100	99	NC	348	411	NC	33	11	NC	42	45	NC	25	43	NC	NA	2
Hispanic	130	970	34481	100	99	99	401	405	410	13	11	10	45	51	46	41	38	43	1	1	1
Asian/Pacific Islander	--	NC	2067	--	NC	99	--	NC	449	--	NC	4	--	NC	28	--	NC	60	--	NC	8
American Indian/Alaskan Native	NC	NC	3995	NC	NC	96	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	42	NC	NC	1
White	NC	20	35150	NC	95	99	NC	411	437	NC	10	5	NC	45	35	NC	45	56	NC	NA	5
Students with Disabilities	28	138	10258	100	95	94	343	360	377	36	26	23	57	59	51	7	13	25	NA	1	1
Students without Disabilities	108	877	69713	99	100	100	419	412	429	6	8	5	41	49	39	52	42	52	1	1	3
Limited English Proficient Students	53	447	13985	100	98	97	353	376	382	28	19	18	57	59	54	15	22	27	NA	0	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	132	1005	38994	97	98	98	403	405	409	13	11	10	44	50	47	42	38	41	1	1	1
Non-Economically Disadvantaged	NC	10	40977	NC	NA	100	NC	NA	437	NC	NA	5	NC	NA	34	NC	NA	56	NC	NA	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	116	883	80147	100	99	99	478	464	482	11	14	11	15	22	17	57	52	49	17	11	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	452	39281	100	99	99	476	466	483	8	12	9	22	24	17	52	53	50	18	11	24
Male	56	430	40780	100	99	98	480	463	482	14	17	12	7	20	17	63	51	48	16	12	24
African American	NC	16	4249	NC	94	99	NC	430	464	NC	38	17	NC	31	22	NC	25	48	NC	6	13
Hispanic	110	840	33494	100	99	99	477	465	466	11	14	15	15	23	23	58	52	49	15	11	14
Asian/Pacific Islander	--	NC	2103	--	NC	99	--	NC	515	--	NC	4	--	NC	8	--	NC	44	--	NC	45
American Indian/Alaskan Native	--	NC	4117	--	NC	96	--	NC	456	--	NC	19	--	NC	27	--	NC	46	--	NC	8
White	NC	21	36122	NC	100	99	NC	479	501	NC	NA	5	NC	14	10	NC	71	50	NC	14	35
Students with Disabilities	15	88	10295	100	93	92	428	425	443	40	39	33	27	32	26	33	28	33	NA	1	8
Students without Disabilities	101	795	69852	100	100	100	485	469	488	7	12	7	13	21	16	60	55	51	20	12	26
Limited English Proficient Students	39	388	12722	100	97	97	448	438	441	23	26	27	26	32	33	49	40	37	3	2	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	115	874	38371	99	98	97	477	465	465	11	14	15	15	22	23	57	52	49	17	11	13
Non-Economically Disadvantaged	NC	NC	41776	NC	NC	100	NC	NC	498	NC	NC	6	NC	NC	11	NC	NC	49	NC	NC	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	116	880	79686	100	99	98	455	446	470	13	20	11	29	33	24	57	44	57	1	2	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	449	39163	100	98	99	459	450	475	10	17	9	32	33	22	57	46	60	2	3	10
Male	56	430	40438	100	99	97	450	441	465	16	24	13	27	32	25	57	43	54	NA	1	7
African American	NC	15	4228	NC	88	98	NC	419	458	NC	40	15	NC	33	28	NC	27	53	NC	NA	4
Hispanic	110	839	33299	100	99	98	454	446	452	14	21	17	30	33	32	55	44	47	1	2	3
Asian/Pacific Islander	--	NC	2097	--	NC	99	--	NC	490	--	NC	5	--	NC	13	--	NC	68	--	NC	14
American Indian/Alaskan Native	--	NC	4087	--	NC	96	--	NC	446	--	NC	16	--	NC	38	--	NC	44	--	NC	2
White	NC	20	35914	NC	95	98	NC	470	489	NC	5	5	NC	20	15	NC	70	67	NC	5	14
Students with Disabilities	15	86	9808	100	91	87	406	399	432	40	64	35	47	21	32	13	15	30	NA	NA	3
Students without Disabilities	101	794	69878	100	99	100	462	450	475	9	16	8	27	34	23	63	48	61	1	2	9
Limited English Proficient Students	39	387	12594	100	97	96	421	417	422	36	39	34	38	42	45	26	19	21	NA	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	115	871	38095	99	98	97	455	446	452	13	20	17	30	33	32	57	45	48	1	2	3
Non-Economically Disadvantaged	NC	NC	41591	NC	NC	99	NC	NC	486	NC	NC	6	NC	NC	16	NC	NC	65	NC	NC	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	116	885	80372	100	99	99	468	460	475	6	7	4	29	36	30	64	57	64	1	0	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	452	39452	100	99	99	477	470	488	5	6	3	27	30	22	67	63	72	2	1	3
Male	56	432	40836	100	99	98	458	450	464	7	8	6	32	42	37	61	50	56	NA	NA	1
African American	NC	16	4264	NC	94	99	NC	432	465	NC	13	5	NC	44	35	NC	44	59	NC	NA	1
Hispanic	110	842	33608	100	99	99	467	460	462	6	7	6	30	36	36	63	57	57	1	0	1
Asian/Pacific Islander	--	NC	2098	--	NC	99	--	NC	500	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	--	NC	4128	--	NC	97	--	NC	464	--	NC	4	--	NC	39	--	NC	56	--	NC	1
White	NC	21	36213	NC	100	99	NC	477	489	NC	5	2	NC	33	22	NC	62	72	NC	NA	3
Students with Disabilities	15	91	10526	100	96	94	405	406	427	27	25	15	47	52	53	27	23	31	NA	NA	1
Students without Disabilities	101	794	69846	100	99	100	476	466	482	3	5	3	27	34	26	69	61	69	1	0	2
Limited English Proficient Students	39	388	12747	100	97	97	419	427	432	18	15	12	54	52	52	28	33	36	NA	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	115	876	38521	99	98	98	467	461	461	6	7	6	30	36	38	63	57	55	1	0	1
Non-Economically Disadvantaged	NC	NC	41851	NC	NC	100	NC	NC	489	NC	NC	3	NC	NC	22	NC	NC	72	NC	NC	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	137	920	79306	100	98	99	481	481	504	21	20	13	29	28	20	43	46	49	7	6	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	76	469	38845	100	99	99	485	482	505	21	18	11	26	30	20	43	46	50	9	6	18
Male	61	451	40383	100	97	98	475	481	504	21	21	14	33	27	19	43	46	47	3	6	19
African American	NC	13	4171	NC	87	98	NC	473	485	NC	38	20	NC	8	26	NC	46	44	NC	8	10
Hispanic	129	877	32673	100	98	99	482	481	487	19	19	18	31	29	25	43	45	46	6	6	10
Asian/Pacific Islander	--	NC	2147	--	NC	99	--	NC	539	--	NC	5	--	NC	10	--	NC	46	--	NC	40
American Indian/Alaskan Native	NC	10	4034	NC	91	97	NC	NA	479	NC	NA	22	NC	NA	29	NC	NA	43	NC	NA	7
White	NC	19	36234	NC	100	99	NC	505	523	NC	5	6	NC	11	13	NC	68	52	NC	16	28
Students with Disabilities	21	139	10286	100	90	91	447	446	462	48	49	41	43	32	27	10	18	27	NA	1	5
Students without Disabilities	116	781	69020	100	100	100	486	487	510	16	14	9	27	27	18	49	51	52	8	7	21
Limited English Proficient Students	39	338	10291	100	96	96	455	453	458	38	40	38	36	38	34	26	22	26	NA	0	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	137	919	37437	100	98	97	481	481	486	21	20	19	29	28	26	43	46	46	7	6	9
Non-Economically Disadvantaged	--	NC	41869	--	NC	100	--	NC	521	--	NC	7	--	NC	14	--	NC	51	--	NC	27

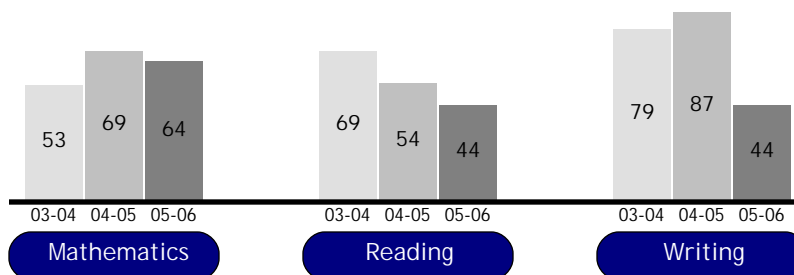
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	137	920	79000	100	98	98	469	466	489	15	16	10	38	35	24	44	46	58	4	2	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	76	468	38774	100	99	99	475	470	494	11	13	7	36	35	22	51	50	61	3	2	10
Male	61	452	40150	100	98	98	461	463	485	20	20	12	41	35	25	34	42	55	5	2	8
African American	NC	13	4153	NC	87	98	NC	465	476	NC	15	13	NC	31	30	NC	46	53	NC	8	4
Hispanic	129	877	32508	100	98	98	469	466	472	13	16	15	40	35	33	43	46	49	4	2	3
Asian/Pacific Islander	--	NC	2142	--	NC	99	--	NC	510	--	NC	4	--	NC	14	--	NC	67	--	NC	16
American Indian/Alaskan Native	NC	10	4016	NC	91	96	NC	NA	467	NC	NA	14	NC	NA	37	NC	NA	46	NC	NA	2
White	NC	19	36135	NC	100	98	NC	487	508	NC	5	4	NC	26	14	NC	63	67	NC	5	15
Students with Disabilities	21	139	9991	100	90	88	430	426	449	38	48	33	48	41	36	14	11	29	NA	NA	2
Students without Disabilities	116	781	69009	100	100	100	475	473	495	10	11	6	36	34	22	49	53	62	4	3	10
Limited English Proficient Students	39	338	10199	100	96	95	436	435	439	33	36	35	51	50	47	15	14	18	NA	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	137	919	37234	100	98	97	469	466	472	15	16	15	38	35	33	44	46	50	4	2	3
Non-Economically Disadvantaged	--	NC	41766	--	NC	99	--	NC	505	--	NC	5	--	NC	16	--	NC	65	--	NC	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	137	930	79611	100	99	99	484	479	496	7	10	7	42	43	37	50	47	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	76	471	39016	100	99	99	506	493	511	3	7	4	34	37	29	63	56	66	NA	NA	1
Male	61	459	40519	100	99	98	456	465	482	13	14	10	52	48	44	34	37	46	NA	NA	0
African American	NC	13	4188	NC	87	98	NC	475	486	NC	15	9	NC	38	40	NC	46	50	NC	NA	0
Hispanic	129	886	32855	100	99	99	488	480	481	6	10	10	42	43	43	52	47	47	NA	NA	0
Asian/Pacific Islander	--	NC	2149	--	NC	100	--	NC	519	--	NC	4	--	NC	24	--	NC	70	--	NC	2
American Indian/Alaskan Native	NC	11	3992	NC	100	96	NC	404	478	NC	36	10	NC	36	46	NC	27	44	NC	NA	0
White	NC	19	36380	NC	100	99	NC	495	511	NC	NA	4	NC	32	30	NC	68	65	NC	NA	1
Students with Disabilities	21	148	10664	100	96	94	419	426	440	19	28	23	67	51	54	14	20	22	NA	NA	1
Students without Disabilities	116	782	68947	100	100	100	494	489	504	5	7	4	38	41	34	57	52	61	NA	NA	1
Limited English Proficient Students	39	346	10362	100	98	97	438	435	438	15	23	22	59	58	57	26	20	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	137	929	37626	100	99	98	484	479	479	7	10	10	42	43	45	50	47	45	NA	NA	0
Non-Economically Disadvantaged	--	NC	41985	--	NC	100	--	NC	511	--	NC	4	--	NC	30	--	NC	65	--	NC	1

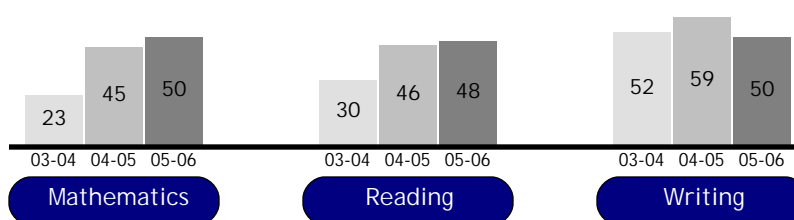
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	99	42	NA	58	100	32	34	47	99	25	30	46
	Language	100	32	33	50	100	35	41	47	99	34	41	48
	Mathematics	99	37	46	64	100	30	37	50	99	28	37	52
3	Reading	99	39	NA	55	98	33	28	44	99	21	25	46
	Language	99	56	55	61	98	37	32	44	99	28	32	46
	Mathematics	99	57	57	61	98	45	40	51	99	44	37	52
4	Reading	99	33	NA	56	98	35	33	48	99	37	34	52
	Language	100	32	39	52	98	42	36	49	99	44	35	52
	Mathematics	100	41	48	61	98	47	43	53	99	56	46	58
5	Reading	99	27	NA	55	99	36	35	50	98	41	37	56
	Language	99	34	34	49	99	37	37	50	98	37	35	54
	Mathematics	99	47	42	63	99	33	36	49	98	34	34	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."



## School Site Council

## Council Composition

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 7 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 2 Student(s)

## Council Duties

- Ü Parent/Educator Relations
- Ü Budget Recommendations
- Ü Monitor New Instructional Programs
- Ü Recommendations for School Improvement
- Ü Review Data Pertinent to Operation
- Ü School Safety Issues

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	45.00
Other Professional Staff	2.00	Teacher Aide	7.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	0	0	0
4 to 6 years	5	0	0	0
7 to 9 years	3	2	0	0
10 or more years	7	14	0	1

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	43
Teachers with Emergency Certification.	14
Percent of teachers in the school with Emergency/Provisional Certification	31%
Percent of core classes not taught by Highly Qualified Teachers	4%

## Resources Available at School Site

## Special Facilities

- Ü Student Uniform Bank
- Ü Intel Multimedia Computer Lab (2)
- Ü Library
- Ü Parent Resource Center

## Extracurricular Activities

- Ü City of Phoenix Afterschool Program
- Ü After School Learning Enrichment
- Ü Student Council
- Ü Niñas Con Destino College Bound Program
- Ü Sports Programs
- Ü Lego Robotics Team
- Ü Student Council

## Social Services

- Ü After School Tutoring Programs
- Ü Library Nights
- Ü Adult Computer Evening Classes
- Ü Communities In Schools Partnership

## Indicators of Success Based on Historical Data from 2005-06

## School Achievements/Accomplishments 2005-06

- ü Our school is involved in a partnership effort with Intel and Communities in Schools to integrate technology, math, and science into the curriculum. They provide volunteers to work directly with the students in reading, math, and computer skills.
- ü Rodel Foundation provides program assistance to students to increase math scores. Inservice training and materials assist the students in raising math achievement and providing learning incentives for teachers and students.
- ü Eighty-three percent of Kindergarten students have been recognized by Reading First for having reached Benchmark.

## Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	97	95	94	95
Promotion Rate <sup>5</sup>	94	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

The school requires visitors to register in the office and wear visitor badges. A strict uniform policy is enforced. Strong disciplinary procedures are mandated and a special positive program is provided to recognize positive behaviors.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

15

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Mary Lou Chavez	(602) 442-3200
Transportation Policy	Antonio Mylnek	(602) 484-4104
Community Resources	Isabel Mendez	(800) 442-3200
School Nutrition Programs	Joan Chiarello	(602) 484-4700
Parent Organization		(866) 442-3200
Student Health/Nurse	Kim Sands	(602) 442-4200

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.